

# Enhancing Student Achievement on the Fine Arts MAP **Supplementary Materials**

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## LISTENING JOURNAL

Your Name \_\_\_\_\_ Date \_\_\_\_\_

Composition Title \_\_\_\_\_

Composer \_\_\_\_\_

Have you heard this music before?      YES      NO

**LISTEN:** what can you say about the...

**MELODY**

**HARMONY**

**RHYTHM**

**TONE COLOR**

**FORM**

**ANYTHING ELSE?**  
(mood, dynamics, story)

**Circle one statement:**

I really like this music.

I like this music.

I don't like this music much.

I dislike this music.

WHY? \_\_\_\_\_

\_\_\_\_\_

Contributed by Joy Agre

## LOOKING JOURNAL

Name\_\_\_\_\_Class\_\_\_\_\_Date\_\_\_\_\_

Artwork\_\_\_\_\_

Artist\_\_\_\_\_

Have you seen this artwork before?                      YES                      NO

**LOOK:** What can you say about the...

**Rhythm/Repetition**

**Emphasis**

**Space**

**Balance**

**Contrast**

**Texture**

**Circle one statement:**

I really like this artwork.

I don't like this artwork.

**Why?** \_\_\_\_\_

\_\_\_\_\_

Adapted by Mary Ann Kerr



Date\_\_\_\_\_Topic\_\_\_\_\_

Contributed by Joy Agre, Hazelwood School District

# ART JOURNAL

Name\_\_\_\_\_Class\_\_\_\_\_

Date\_\_\_\_\_Topic\_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Adapted by Mary Ann Kerr, University City School District



## REFLECTIVE JOURNAL

Name\_\_\_\_\_Class\_\_\_\_\_

Date\_\_\_\_\_Topic\_\_\_\_\_

My first reaction was\_\_\_\_\_

because\_\_\_\_\_

\_\_\_\_\_

After thinking about the topic, I now feel\_\_\_\_\_

because\_\_\_\_\_

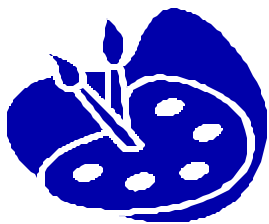
\_\_\_\_\_

One thing I would like to know more about is \_\_\_\_\_

because\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Let's Discuss Art

Name\_\_\_\_\_ Class\_\_\_\_\_

Artwork\_\_\_\_\_

Artist\_\_\_\_\_

Date of Artwork\_\_\_\_\_

Media\_\_\_\_\_ Type\_\_\_\_\_

Style\_\_\_\_\_ Culture\_\_\_\_\_

Name an important element and how it was used.

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Name an important principle and how it was used.

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## Compare and Contrast Chart for Fine Arts



Music		Artwork
	Element/Principal	

Statement about the music and artwork \_\_\_\_\_

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Name\_\_\_\_\_ Class\_\_\_\_\_



## Compare and Contrast Diagram for Fine Arts

Music\_\_\_\_\_

Artwork\_\_\_\_\_

**How are they similar?**

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**How are they different?**

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Name\_\_\_\_\_

Class\_\_\_\_\_

## Student Reflection Worksheet

This is a generic student reflection worksheet. It can be adapted to a specific visual art lesson.

1. What was your teacher's assignment for this project?

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2. What choices, selections, or ideas were your own within the limits of the assignment? \_\_\_\_\_

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3. Describe your artwork using appropriate vocabulary. (Teacher may give suggestions as to the elements and principles of design used in the project.) \_\_\_\_\_

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4. Explain the process or technique you used. \_\_\_\_\_

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5. Self-Evaluation: What was most successful in this project? How could it be improved? What would you do differently? (Questions adapted to specific project) \_\_\_\_\_

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6. Compare/contrast your artwork to another piece of artwork (if applicable).

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7. How do you want viewers to respond to your artwork? (Or, how do you think people feel when looking at your artwork?) \_\_\_\_\_

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Seating and Assessment Chart

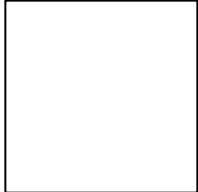

1	2	3	4
5	6	7	8

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## Understanding the Elements of Art

Grade Level: 2-3

Show-Me Standard	Assessment	Instructional Activity
FA 2: demonstrate knowledge of lines and shapes in art forms	Student draws the lines and shapes in the boxes. Teacher assesses the accuracy of the drawings.	Prompt: You have been asked by your teacher to teach a new student about the different kinds of lines and shapes in art forms. Prepare a page of examples of the lines and shapes.  Follow the directions below each box.



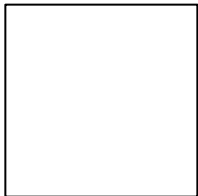
Draw a horizontal line



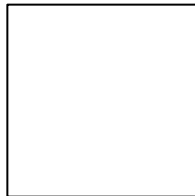
Draw a vertical line



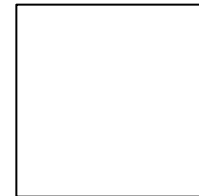
Draw a diagonal line



Draw a curved line



Draw a geometric shape



Draw an organic shape

Name \_\_\_\_\_ Class \_\_\_\_\_ Number correct \_\_\_\_\_

### Rhythm Performance Scoring Guide for an 8-Measure Pattern

5 points	4 points	3 points	2 points	1 point	0 points
Plays all 8 measures correctly	Plays 7 measures correctly	Plays 6 measures correctly	Plays 5 measures correctly	Plays 4 or fewer measures correctly	Does not attempt to play

### Rhythm Performance Scoring Guide for a 4-Measure Pattern

4 points	3 points	2 points	1 point	0 points
Plays all 4 measures correctly	Plays 3 measures correctly	Plays 1-2 measures correctly	Makes an attempt but does not play correctly	Does not attempt to play

### Melody Performance Scoring Guide

(Based on the following grade percentages: A=92-100, B=82-91, C=72-81, D=65-71, F=below 65)

5 points	4 points	3 points	2 points	1 point	0 points
Plays all notes in melody correctly	Plays 92% of notes in melody correctly	Plays between 82-91% of notes in melody correctly	Plays between 72-81% of notes in melody correctly	Attempts to play but plays 71% or less of notes in melody correctly	Does not attempt to play

### Recorder Scoring Guide

Criteria	4 points	3 points	2 points	1 point	0 points
Production of sound	Clear, head tone	Mostly clear tone	Unclear tone, with a few squeaks	Mostly squeaks	No attempt
Fingering	Fingers cover correct holes	Fingers usually cover correct holes	Fingers seldom cover correct holes	Tries but not successful	No attempt
Rhythm	Plays all rhythms correctly	Plays most rhythms correctly	Plays a few rhythms correctly	Tries but not successful	No attempt
Melody	Plays all pitches correctly	Plays most pitches correctly	Plays a few pitches correctly	Tries but not successful	No attempt

Adapted from a Scoring Guide by Joy Agre

## Sample Constructed Response Questions—Music

These samples are not released items from the Fine Arts MAP.

Explain two ways \_\_\_\_\_ is used in this music.

Repetition, contrast, melody, harmony, rhythm, texture

Describe two ways the composer set the mood of the music.

List characteristics that help you identify this music as \_\_\_\_\_.

Asian, Hispanic, Native American, African, European/American,  
modern, music from long ago, classical, popular

Describe two things about this music that makes it appropriate for use as a \_\_\_\_\_.

Work song, lullaby (sleep song), parade, graduation, sporting event

Explain one way these two musical examples are \_\_\_\_\_.

Similar, different

*(You may also change this question to "Explain 2 ways...")*

## Sample Selected Response Questions

The most important element in this music is

- a. melody
- b. harmony
- c. texture
- d. rhythm

The texture of this music can be described as

- a. thin
- b. thick
- c. thin, becoming thicker
- d. thick, becoming thinner

The tempo in this music can be described as

- a. fast all the time
- b. slow all the time
- c. slow, then getting faster
- d. fast, then getting slower

This music is from

- a. Asian culture
- b. Native-American culture
- c. Hispanic culture
- d. European culture

One way these two musical selections  
Are similar is that both have

- a. a fast tempo
- b. complicated rhythms
- c. simple melodies
- d. a slow tempo

This instrument belongs to which  
family of instruments?

- a. string
- b. woodwind
- c. brass
- d. percussion

## Sample Constructed Response Questions– Visual Art

### Principles and Elements

- Describe two ways in which the artist created \_\_\_\_\_ in this artwork.  
*emphasis, unity, rhythm or repetition, depth*
- Explain two ways the artist used \_\_\_\_\_ in this artwork.  
*Line, organic and geometric shapes, color to create a calm feeling, value, contrast of textures, both positive and negative shapes*
- Explain two things the artist did to create form in this artwork.
- Explain how the artist created \_\_\_\_\_ balance in this artwork.  
*symmetrical (formal), asymmetrical (informal)*
- Describe two ways the artist made this picture \_\_\_\_\_.  
*realistic, abstract, look like a dream or fantasy*
- What is the subject of this artwork?
- Describe two objects that are in the \_\_\_\_\_ in this artwork.  
*foreground, middle-ground, background*
- How did the artist \_\_\_\_\_ in this artwork?  
*show depth by using perspective, use a color scheme or family*
- Explain two ways you can tell where the light source is in this artwork.

### Techniques and Processes

- Describe how the artist \_\_\_\_\_ in this artwork.  
*mixed colors to create two tines, mixed colors to create two shades, used shading to make the objects look three-dimensional*

### Historic Periods and Cultures

- List characteristic that help you identify this artwork as \_\_\_\_\_.  
*Asian, Egyptian, Native-American, Hispanic, African, European/American, a cave painting*
- Explain what makes this painting a \_\_\_\_\_.  
*still life, portrait, landscape, seascape*

## Sample Selected Response Questions– Visual Art

### Questions with 1 or more stimulus

This artwork is an example of a

This artwork is

- a. portrait
- b. still life
- c. landscape
- d. seascape

- a. two-dimensional
- b. three-dimensional

The type of balance the artist used is:

- a. symmetrical
- b. asymmetrical

Which of these works is the best example of pattern? (or contrast)

- a. artwork 1
- b. artwork 2

Which of these is an example of a drawing?  
(or: weaving, sculpture, architecture, painting)

- a. artwork 1
- b. artwork 2

### Questions with no stimulus

What color must you mix with white in order to create the new color pink?

What color must you mix with yellow in order to create the new color green?

*Questions based on a presentation by Dr. Cheryl Venet, Rockwood School District, St. Louis, MO*

### **Sample Selected Response Questions—Dance**

This dance is an example of:

- a. solo dance
- b. couple dance
- c. chain dance
- d. circle dance

This dance is representative of what culture?

- a. Asian culture
- b. Hispanic culture
- c. European culture
- d. Native American culture

### **Sample Constructed Response Questions—Dance**

List characteristics that help you identify this dance as \_\_\_\_\_.  
Asian, Egyptian, African, Native American, African-American, Hispanic, European/American, etc.

Explain what makes this dance a \_\_\_\_\_.  
Folk dance, ballet, tap dance, social dance, solo dance, etc.

What effect has immigration to the United States had on dance in America?

### **Sample Selected Response Questions—Theatre**

What theatre element is most important in this performance?

- a. the costumes
- b. the props
- c. the lighting
- d. the scenery

Which of the following is the person who writes judgments of plays?

- a. the director
- b. the lighting technician
- c. the critic
- d. the actor

### **Sample Constructed Response Question—Theatre**

What two elements are most important in this scene and why?



# Fine Arts Terms and Descriptive Adjectives

## Elements of Art

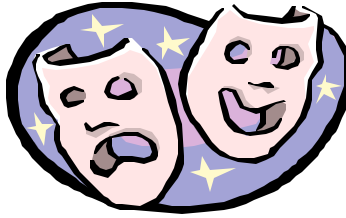
Line	Shape	Form	Value	Color	Texture	Space
<u>Direction:</u> Vertical Horizontal Diagonal  <u>Kinds:</u> Straight Curved Zig-zag Wave Dotted	Geometric: Circle Rectangle Square Triangle Ellipse  Organic: People Plants Animals  Negative Positive	<u>Geometric:</u> Sphere Cylinder Cube Cone Pyramid  <u>Organic:</u> People Plants Animals  Negative Positive	Light Dark Medium	Hue  Warm Cool  Primary Secondary Inter-mediate	Real/actual Implied  Rough Smooth Shiny	Negative Positive  To create illusion of depth  <u>Change:</u> Size Placement Detail Overlap Converge Lines

## Principles of Design

Balance	Emphasis	Contrast	Rhythm	Unity	Proportion
Symmetrical/ Formal  Asymmetrical/ Informal  Radial	Focal point created by a change in line, shape, form, color, texture, value, space	Among lines, shapes, forms, color, texture, values, placement in space	Pattern Repetition of lines, shapes, forms, color, texture, values, placement in space	Repetition of elements that tie artwork together	Large Small Fraction of whole

## Musical Elements and Descriptive Adjectives

Tempo	Dynamics	Melody	Rhythm	Form	Harmony	Tone Color
Fast Slow Getting faster Getting slower Medium fast Medium slow Very fast Very slow	Loud Soft Getting louder Getting softer Medium loud Medium soft Very loud Very soft	Upward Downward Upward and Downward  Stepwise Skips Steps & skips High Low	Even Uneven Off the beat On the beat Steady beat Unsteady beat	ABA ABC AB ABACA Rondo AA Canon or round Theme & variations Questions & answers	Thick Thin Chords Unison Melody with Chords	Voices Strings Brass Woodwinds Percussion Folk instruments



### **Theatrical Elements**

Visual—what you see

Aural—what you hear (e.g., sound effects)

Oral—what the actor says

Kinetic—how the actor moves

### **Technical Elements**

Set—all scenery for the play

Scenery—the stage environment

Lighting—visibility on stage; also sets the mood for the play

Props—moveable objects used on stage

hand props—small objects that are touched and moved around by the actor

set props—decorate the set of the play, such as pictures or furniture

dress props—part of a costume that doubles as a prop, such as purses or watches

Acting—pretending to be a character

Actor—the person who portrays a character

Character—the person or thing the actor pretends to be, the role or part

Costumes—the clothing worn by the actor to help portray the character

Makeup—products applied to the face or body to change the appearance of the actor

Director—the person responsible for putting on the play

Playwright—the person who writes the play

Critic—the person who writes judgments of plays

Lighting director—the person who determines the lighting requirements for the play

Theatre—the art and craft of  
putting on a play

Theater—the place where plays are  
performed

### **Functions of theatre:**

Artistic expression

Entertainment

Religious ritual

Moral teaching

Political persuasion

### **3 Types of Stages:**

End stage—a raised platform facing the audience

Thrust stage—a platform surrounded on 3 sides  
by the audience

Arena stage—a performing space surrounded on  
all sides by the audience

# Dance

Patterned and rhythmic bodily movement, usually performed to music, that serves as a form of communication or expression

## The Primary Elements of Dance

### 1. The use of space

floor patterns—high, middle, low

shapes of the moving body

designs in space made by the limbs

directions—forward, backward, sideward, diagonal, around

### 2. The use of time

tempo, length of a dance, rhythmic variation

attitude toward filling: from taking one's time to making  
quick stops and starts

### 3. The use of the body's weight

overcoming gravity to execute light, graceful movements

surrendering to gravity with heavy or limp movements

exerting the body's weight against gravity with strength

### 4. The use of energy flow

tense, restrained or bound movements

or

freely flowing motion



# Dance

There are two kinds of dance: dances for **participation** and dances for **presentation**

Participation	Presentation
Do not need spectators Repetitive step patterns Easy to learn so all can participate Work dances Some religious dances Recreational Dances: Folk Popular * Social	Designed for an audience  Movements are difficult and require specialized training Performed in: Royal courts Temple Theaters

## Folk Dance

A form of dance that represents specific nationalities or ethnic origins and is passed on from generation to generation

Characteristics of Folk Dance
Participatory dance form Usually traditional Performed by members of a community Passed from generation to generation Usually originated by agricultural peoples for secular and sometimes ritual purposes in countries that also have an art form of dance  Examples: Serbian <i>kolo</i> , North American square dance, English morris dance, May pole, sword dances.

## Group Folk Dances

Vary in their spatial formations and spatial progressions

Many of the geometric designs in folk dance have, or formerly had, symbolic meaning

<b>Circle</b> Most common dance formation Promotes feelings of unity among the dancers (Serbian <i>kolo</i> , Romanian <i>hora</i> ) Originally circular dances may have symbolized the apparent motion of the sun or moon The dancers may surround a symbolic object (May pole dances)	<b>Chain Dances</b> Usually have a leader May involve serpentine or spiral formations Dancers may be aligned side-by-side or they may follow one another, and they may or may not touch one another If they touch, contact can be made in various ways (holding hands, encircling waists or shoulders, grasping one another's belts or linking arms)
<b>Line Dances</b> Performed in 2 parallel lines Less common * Characteristic of country dances from the British Isles Men, women face each other Complicated patterns of interweaving and exchanging places	<b>Couple Dances</b> Take many forms Group formations (quadrille, square and line country dances) involve couples Characteristically promote the exchange of partners Group formations of couples sometimes keep within a given spatial pattern—often a circle or a square (waltz: follows a general circular pattern)

## Dance

There are two kinds of dance: dances for **participation** and dances for **presentation**

### Popular or Social Dances

*Some recreational dance forms, especially in industrialized societies, are termed popular dances or social dances.*

Similarities to Folk Dance	Differences from Folk Dance
Participatory Relatively easy to learn Generally originate from the people rather than a choreographer	Tend to be couple dances Are popular for a short time

Social dances of the nobility in the Middle Ages, Renaissance, and Baroque eras were derived from folk dances. In the late 18<sup>th</sup> and 19<sup>th</sup> centuries, with the growth of the middle class, social dancing expanded beyond the aristocracy and, as **ballroom dance**, became popular in Europe and North America. The **waltz** and **polka** of the peasants, like dances of earlier eras, became transformed into social dances.

In the United States, the interrelations among the various immigrant groups produced new forms of social dance and popular entertainment such as **square dancing** and **tap dancing**. Ballroom dances, such as the **foxtrot**, **tango**, **rumba**, and **cha-cha** were brought from Latin America.

African-American dances are characterized by syncopation and movement. Examples include the **cakewalk** (1900's), **Charleston** & **black bottom** (1920's), **jitterbug** (1930's) and **Lindy** (1940's).

Rock and roll ushered in a new era of dance with the **stroll** (1950's) and the **twist** (1960's). The **hustle** (1970's-80's) and **country line dancing** and **break dancing** (1980's and 1990's) are examples of country and urban influences.

### Costumes in Dance

The clothing worn by dancers may affect the nature of their movements. Japanese women are restricted by the tightness of their kimonos. On the other hand, some elements of costumes, such as full skirts, handkerchiefs, and capes, can be manipulated by the dancers. (Example: cueca, a couple dance from Chile)

Visual appeal may be enhanced by brightly colored national costumes. Some dances are recognized almost as much by their costumes as by their movements.

## Fine Arts Spelling Words

### Theatre

actor  
playwright  
director  
critic  
rehearsal  
performance  
audience  
costume  
  
scenery  
character  
gesture  
improvisation  
theater  
theatre

### Dance

choreographer  
form  
rhythm  
space  
shape  
  
energy  
improvise  
sequence  
line  
phrase

### Music

rhythm  
melody  
harmony  
form  
timbre  
instrumentation  
  
dynamics  
*crescendo*  
*decrescendo*  
  
pitch  
texture  
*fermata*  
*legato*  
*staccato*  
*accelerando*  
*ritardando*  
  
conductor  
band  
choir  
orchestra  
composer  
solo  
duet  
trio  
quartet  
  
parade  
ceremonial  
lullaby  
sacred  
secular  
popular  
classical

### Visual Art

color  
shade  
shadow  
light  
value  
line  
horizontal  
vertical  
diagonal  
  
form  
shape  
geometric  
organic  
  
space  
positive  
negative  
  
fantasy  
abstract  
realistic  
  
symmetry  
symmetrical  
asymmetry  
asymmetrical  
  
portrait  
still life  
seascape  
landscape

drawing  
statue  
sculpture  
painting  
weaving  
architecture  
ceramics  
props  
foreground  
background  
perspective  
  
texture  
pattern  
  
balance  
emphasis  
contrast  
unity  
  
rhythm  
repetition  
proportion



## Terms from Posters

### Music

Melody      Harmony

Rhythm      Form

Timbre

Instrumentation

Texture



### Art

#### Elements:

Line      Color  
Shape      Value  
Form      Texture  
Space



#### Principles:

Balance      Proportion  
Contrast      Unity  
Emphasis  
Rhythm/Repetition

### Dance

#### Elements

Space  
Shape  
Rhythm/Time  
Energy

#### Terms

Improvisation  
Pathways  
Following  
Leading  
Sequence  
Choreography  
Mirroring



### Theatre



#### Elements

Aural  
Visual  
Oral  
Kinetic

#### Technical Elements

Lighting      Costumes  
Props  
Scenery      Music

## Resources in Fine Arts

### **The Nelson-Atkins Museum of Art**

Teacher resource packets designed to supplement and develop classroom curricula.

Slides, bibliographies, sample activities and other information. 816-751-1239

[www.nelson-atkins.org/education/Schoool/resourcespkt.html](http://www.nelson-atkins.org/education/Schoool/resourcespkt.html)

### **The St. Louis Art Museum**

Teacher programs designed to be useful to teachers of any subject at any grade level are presented. The Resource Center provides instructional materials to enable teachers to integrate the visual arts into their curricula. The collections includes books, curriculum kits, information on Museum objects, audio cassette/slide packets on 18 individual objects, posters, slides, slide/activity kits, self-guided tour sheets (free on-site), teaching suggestion sheets, touch kits and videotapes and CD-ROMS.

Museum –314-721-0072

Workshop Hotline: 314 655-5475

Resource Center: 314-655-5266

Group Tours 314-655-5484

[www.slam.org](http://www.slam.org)

### **The MarcoPolo Partnership**

The MarcoPolo partner sites feature original content, panel-reviewed links to top web sites, a MarcoPolo search engine that helps educators find important information quickly and rich supplemental resources across multiple disciplines including the arts.

[www.wcom.com/marcopolo](http://www.wcom.com/marcopolo)

**ArtsEdge**—a part of the MarcoPolo partnership. [www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)

### **Notation Station: MENC & GVOX**

[www.NotationStation.net](http://www.NotationStation.net)

### **Jazz in American History**

Thelonius Monk Institute's National Jazz Curriculum is an Internet-based curriculum that will be available free of charge. The web site features lesson plans, tune snippets, visual images, and numerous jazz resources. The curriculum is designed to be an integral part of the Social Studies and American History curriculum.

[www.jazzinamerica.org](http://www.jazzinamerica.org)

**The Complete Recorder Resource Kit:** [www.agt.net/public/tvmusic/index.html](http://www.agt.net/public/tvmusic/index.html)

### **General Education:**

[www.teachers.net](http://www.teachers.net) A good sight for integrating arts. Check out #1642 Looking at the Old South: Music and Culture ([www.teachers.net/lessons/posts/1642.html](http://www.teachers.net/lessons/posts/1642.html))

[www.rubistar.4teachers.org](http://www.rubistar.4teachers.org) A good sight for scoring guide